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## Winter 2015

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# INSIGHTS

A publication for College of Liberal Arts and Social Sciences alumni



Sommelier and Professor Clara Orban lends her wine expertise to the DePaul community. Read more on page 7.

Winter 2015





Interim Dean Lucy Rinehart

## Notes from the interim dean

**Since you were hired at DePaul in 1992, you have served in a number of administrative roles, including director of undergraduate studies in the English department, associate dean of LAS undergraduate studies, co-director of the TEACH Program (a BA/ MEd teacher-education program), and, most recently, chair of the English department. What do you hope to accomplish as interim dean?**

One doesn't plan to have a period of interim leadership, but this interlude is well-timed. In recent years, there have been a number of significant changes within and around the college: the reorganization to form two colleges, shifting enrollment patterns and the recent retirement of a number of colleagues, including Chuck Suchar (LAS '67), on whose watch the college hired many faculty and developed many new programs. In the wake of these changes, the next year and a half provides a welcome occasion to take stock and plan our next best course as we get ready to recruit the latest dean of the college. Expediting this conversation—building on the college's commitments to cross-disciplinary collaboration and sustained focus on student success—will be a big part of my job in the coming months.

**In a society that places increased value on career-specific college degrees, traditional liberal arts programs have faced challenges in recent years. How are you working with the college to address these concerns?**

This is a complex and urgent question, not only for DePaul, but also for higher education in general. There are two contexts in which we, in LAS, consider this question: first, the Liberal Studies Program, DePaul's general education program, and second, our graduate and undergraduate programs.

In either context, I think that public conversation about liberal arts education has too readily accepted an opposition between "liberal" and "professional" or "career-oriented" education. In its emphasis on critical and creative thinking, intercultural knowledge, scientific and ethical inquiry, community engagement and learning by doing (internships, service learning, independent research, etc.), the Liberal Studies Program exhibits many features of the applied liberal learning approach recently championed by the Association of American Colleges and Universities. LAS students continue to develop these communication skills, reasoning abilities, and intercultural competence—all highly valued by prospective employers—in their chosen majors, many of which integrate interdisciplinary inquiry. The line between an LAS major and a specific job is not always a direct one—not all history majors become historians, nor all sociology majors sociologists, nor art majors artists, although the world still needs all three!—but when the above learning is inflected by the focus on social and ethical responsibility that characterizes a DePaul education, you have a young person who is well prepared for work and life in a diverse, complex and changing world. It is up to us, as faculty and advisors, to help students see, name and claim the value of this learning. And our alumni can help us here by communicating with the departments and programs from which they graduated to articulate the value of their educations, especially as it becomes evident in the course of work and career.

**What do you feel are the college's biggest strengths?**

This is an easy one: its excellent faculty and dedicated staff, its engaged and diverse students, its strong academic and co-curricular programs, and its comprehensive system of advising and student support. As an interim dean stepping into the office in the middle of the academic year, I have been studying hard. I feel like an undergraduate, going wide, learning lots, and appreciating all over again the enterprise, energy and expertise of colleagues I've worked with for more than two decades. It makes me want to go back to school!

## Ethnographer uncovers America's hidden history

by Melissa Smith

Tucked along West Virginia's New River Gorge National River are pockets of little-known American history. Under commission by the National Park Service, ethnographer Stephen Weidlich (LAS '03) set out to uncover and preserve these stories as part of a special report on the African-American community and its relation to the area's once-booming railroad, lumber and coal-mining industries. Through a comprehensive series of interviews, Weidlich documented the working conditions in those industries, as well as areas that were used for hunting, fishing, swimming and even baptisms. He also identified two cemeteries that had been forgotten.

"I'm always grateful to the people that I interview because they take the time out of their day to tell me about their lives," he says. "It's really an honor, especially when you are talking to older people not only about the good times, but also [the bad]. Times have changed in a lot of ways, but also not at all. It was really powerful to hear these stories from their perspectives." As senior ethnographer at AECOM, a multinational environmental consulting firm in San Diego, Weidlich works as a "cultural translator," acting as a liaison between the community and corporate or governmental stakeholders to help their clients understand how communities may respond to project proposals. He also heads the company's Native American outreach efforts. "You can sit in an office and prognosticate as to what people may be thinking, [but] you don't really know until you go out and ask," he explains.

Weidlich uses social impact and community assessments to gauge how projects will be received; oftentimes, the response is unexpected. "We provide clients with the ability to get an understanding from the people who know the area and subject matter best," Weidlich stresses. He integrates visual

components in his reports to make them more accessible to all parties. "[People might not] read a 100-page report, but they will look at graphs, photos, charts and figures, and instantly identify the relevant issues or conclusions," he says.

Weidlich had to change direction after he got cut from The Theatre School following his second year in the acting program. "A door closed—a pretty big, heavy one—and it hurt, but a lot of other doors opened for me, and I wouldn't trade it for the world," he says. Weidlich took communication, Japanese and anthropology classes before settling on his major. "I had an aptitude for anthropology," he explains. "The professors were really engaging, and classes were great. I haven't looked back on acting since." He credits professors Jane Baxter and Robert Rotenberg with providing him with academic support and research opportunities that allowed him to pursue graduate studies at Florida State University in Tallahassee.

Now, as a fellow in the Society for Applied Anthropology, Weidlich relishes the opportunity to speak to current DePaul students. Most recently, he served as the keynote speaker at the 12th Annual Natural Sciences, Mathematics, and Technology Undergraduate Research Showcase in November 2014. "It was a fantastic honor to meet current students, provide guidance on things that I've learned since graduating and give people perspective on a career in anthropology outside of academia," he enthuses. When Weidlich envisions the future, he can't imagine a better career than he has now. "I really hope that I'm not doing anything different. It's been eight and a half years and lots of great projects. I'm not so green—I'm not making mistakes daily now, more like weekly," he laughs.



## Stephen Weidlich's tips for recent graduates:

### Say yes!

If there is an opportunity to do something, take it! I'm a firm believer that what you do builds valuable skills and opens up countless other opportunities.

### Find a mentor.

It's important to find a mentor who is invested in your success and can provide you with the guidance you need at that particular point in your life.

### It's okay to make mistakes.

The best lessons you learn come from making mistakes. If you're not making mistakes, you're not trying new things and innovating.

### Be a quick learner.

Picking up new skills and being the go-to person for knowledge can make you indispensable in the workplace.



# Beck Research Initiative for Women, Gender and Community empowers through community-based research

by Melissa Smith

Throughout the world, dating violence is a frighteningly common epidemic, and Beth Catlett, associate professor and department chair of women’s and gender studies, hopes to meet the problem head-on through her Take Back the Halls: Ending Violence in Relationships and Schools (TBTH) program. Together with Heather Flett, program manager of Metropolitan Family Services, Catlett has been conducting violence prevention and community activism programming in the Chicago Public Schools system for more than a decade.

“We’re very much committed to understanding how relationship violence is supported by other structures of inequality in our city and society,” explains Catlett, who is also director of the Beck Research Initiative for Women, Gender and Community (BRI), which is where the project is housed. “We feel so strongly that the way toward ending this problem is prevention and really engendering a call to action among youth.” TBTH includes best practices for dating violence prevention and is designed to incorporate service learning and research components for both high school and college students.

Under this model, high school students meet weekly throughout the school year for discussions, activities and reflection that focus on ending relationship violence. These meetings are facilitated by Metropolitan Family Services staff and DePaul students in Catlett’s community-based service learning class. “We do not want to walk in and act like we are the saviors who have all the answers,” she stresses. “We want to help facilitate conversations where [students] will come up with their own answers for their own lives.” Acting as a facilitator didn’t come easily for DePaul sophomore Marisa Castillo. “One of my biggest struggles was trying to facilitate conversations without interrupting the students,” she notes. Yet, with the help of her peers, she mastered the technique.

An activity where participants were given scenarios written on note cards and followed paths based on their choices was particularly eye-

opening for senior Nico Coronado. “A lot of the kids were talking about how they’ve been or have seen family members in those kinds of situations,” Coronado says. “That made the exercise more real because they weren’t just stories on a card anymore. Those were the most effective tools that we had when it came to showing the prevalence of abusive relationships. Not all of them are violent, but they can be abusive in different ways.” Coronado felt the presence of a male in the project made some students feel more comfortable discussing difficult issues. “People need to see that it’s not just a queer or women’s issue,” he states. “It’s a men’s issue as well.”

Catlett calls her work with the BRI and TBTH “an absolute labor of love” and relishes the opportunity to work with others. “I believe so strongly in the rich potential of bringing university resources together with community spaces,” she says. “I think what distinguishes us is that we are really intentional about what it means to bring the university and other organizations together so that all that richness can come to life.”

TBTH is just one project funded by the BRI. “The BRI is focused on issues of social justice and operates within feminist principles that tend to issues of gender, race, sexuality, ability, and that prove the intersectionality of these principles is part of the human experience,” explains Anna Assenmacher (LAS MA ’12), assistant director of the BRI. These values are fostered by the more than 30 community organizations that the BRI partners with through the women’s and gender studies service learning and internship program. These partnerships can lead to employment opportunities after graduation.

While there have been changes over the years, the BRI remains committed to its founding mission. “Our goal is to create a vibrant community of scholars—including our faculty, students and community partners—that reaches across disciplines to promote the advancement of community-based research and its crucial role of centering the needs of the community,” says Assenmacher.



## About the Beck Research Initiative for Women, Gender and Community

In 2002, Beth Catlett, associate professor and department chair of women’s and gender studies, and Irene Beck established the Women and Gender Research Initiative to promote community-based programs and research that informed the prevention of, and intervention in, gender-related oppression. Housed in the women’s and gender studies department, the organization was relaunched in 2010 as the Beck Research Initiative for Women, Gender and Community (BRI) to reflect the ongoing vision and support of the William and Irene Beck Charitable Trust. Its mission has expanded to encourage full community, faculty and student engagement in community-based projects that effect social change through policy, advocacy and community development.

What makes the BRI unique is that it offers students and faculty exciting opportunities to participate in community-based research and programs through a variety of ways. Each year, the BRI invites proposals for the Irene and Bill Beck Faculty Fellowship program, which focuses on the development of community-based projects as well as the incorporation of this research into the classroom curriculum and experience. This approach offers students an opportunity to engage in community-based research and service learning.

To learn more about the BRI, visit [beckresearch.org](http://beckresearch.org).



# Program spotlight: Master of Social Work

by Melissa Smith

Social work can be challenging, but watching students overcome personal biases to aid those in need is what Noam Ostrander, chair of the social work department, enjoys most about training future members of the profession. “As [students] work through the program, they see social work values—Vincentian values—and recognize the humanity that is within all of us,” he says. “They develop the ability to say, ‘I recognize this person’s dignity as a human, and there could be a lot of things going on in his or her life. I want to be involved in that process of empowerment and change.’”

Ten years after the College of Liberal Arts and Social Sciences launched the Master of Social Work (MSW) program, its commitment to the university’s mission has not wavered. “The formation of social work at DePaul was really important because we reflected the Vincentian mission and values so closely,” Ostrander says. “St. Louise de Marillac [co-founder, with St. Vincent de Paul, of the Daughters of Charity] is actually the patron saint of social workers.” The program boasts full-time and part-time tracks, allowing students to complete their course of study in two or four years. In addition, students with bachelor’s degrees in social work can complete their degree in 12 months through the advanced-standing track.

“Our sole concentration is community practice, and our focus is getting back to the roots of social work and upholding Vincentian values of working with marginalized

communities,” Ostrander notes. The program trains students to work with individuals, families, organizations and institutions in community-based settings. It hones a skill set that includes needs assessments, program development, grant writing and public policy practice. “Our students are anywhere and everywhere, and this reflects on the incredible flexibility of an MSW degree,” he adds.

DePaul’s approach to community advocacy, paired with its small class sizes and low faculty-to-student ratios, attracted Martha Vargas (MSW ’12) to the program. “I was really well supported by my professors and my cohort,” she says. “I was fortunate. Not only did I get an MSW, but I also made lifelong friends and networked with people who will help later on.” She stays connected to DePaul through the department’s bimonthly bulletins, which include news, professional development opportunities, job listings and more. “These types of relationships help you later in your career, so it’s important to stay connected to see what’s happening.”

Ostrander relishes the mentor relationships he develops with his students that linger long after graduation. “These are people who are serving communities and individuals,” he says. “I always refer to myself as a social worker first, and I have the honor and privilege of educating social workers who will become my colleagues once they graduate.”



To learn more about the MSW program, visit [bit.ly/MSWdepaul](http://bit.ly/MSWdepaul).

# Professor offers a glimpse into the World of Wine

by Jamie Sokolik

A full-bodied French Bordeaux. A sweet shiraz from Australia. A crisp California chardonnay. These wines could be part of the wine list at a nice restaurant, but they’re also part of the curriculum for World of Wine, a class taught by Professor Clara Orban, certified sommelier and author of “Illinois Wines & Wineries: The Essential Guide.”

Offered by the geography department, the class gives students a taste for wine they’ve likely not had before, both literally and figuratively. During the class, Orban discusses the history, culture and geography of specific wines and their regions of origin. Each class ends with a tasting of several kinds of wine that were discussed that day.

“We talk about history and culture because I strongly believe that they’re inseparable from knowing wine,” Orban says. “You can have a cabernet sauvignon grape, which grows well in many areas of the world, but the way it is turned into wine in California is completely different from [the process] in Bordeaux. Knowing that matters for the students.”

Orban grew up in a culture of wine. As the daughter of an Italian mother and a Hungarian father, she remembers that trips to visit relatives in both countries often involved outings to nearby vineyards. But Orban was headed toward an academic career, not a career in oenology, the study of wine. She came to DePaul in 1990 as an assistant professor of French and Italian and now chairs the modern languages department and still teaches both languages. It was by happenstance that she came to teach World of Wine. A student in her French class mentioned that the professor who originated and taught the wine class was retiring, and the department needed to find a replacement. Orban



has now been teaching the class for 12 years.

Students must be at least 21 years old to enroll, so many find the class while searching for electives during their senior year. Although the name might be the first thing to catch their eyes, once they’ve experienced a class with Orban, they quickly realize there’s more to it than just the tastings. “A surprising number of students have told me that the class actually sparked an interest that turned into a passion,” Orban says. “Some even work in the wine industry. Without this class, they might not have found their calling, or

at least not as early in life, and they’ve told me they use the knowledge they first learned in my class.”

The wine industry is changing, and Orban is excited about what’s to come. “Who knows? In 20 years, I might have to add new wine regions—like Sweden,” she says. “There are a lot of new things happening in wine around the world. But one thing that is sure to remain is my passion for teaching at DePaul. Every class I teach—whether French, Italian or World of Wine—makes me very happy to be at this university and to teach these students. They’re just the best.”





## North-South Dialogue explores key figures across hemispheres

by Melissa Smith

A strong commitment to exercising charity and emulating the way of the Gospel bonds Catholics worldwide, but approaches may vary based on location. The Center for World Catholicism and Intercultural Theology (CWCIT) and the Pontificia Universidade Católica of Rio de Janeiro have teamed up on a project to help transcend geography. Funded by a grant from the Fetzer Institute, North-South Dialogue explores and connects the concepts of love and forgiveness through the work of American activist Dorothy Day and Brazilian bishop Dom Hélder Câmara.

"The project promotes a dialogue between theologians in the northern and southern hemispheres," explains William Cavanaugh, professor of Catholic studies and director of CWCIT. "We decided to introduce two major figures who are well known in one country, but not the other." North-South Dialogue invited four scholars from each university to participate in two seminars—one on Day held in Rio de Janeiro in 2013 and one on Câmara held in Chicago in 2014. Translators were on hand to facilitate the discussion.

"We had really fruitful conversations surrounding different visions of the church in the modern world," says Michael Baxter, visiting associate professor of Catholic studies. These conferences held special meaning for Baxter, who presented at both. Previously, he was involved with the Catholic Worker Movement, a series of communities started by Day in 1933 that stress the importance of justice and charity as practiced by Jesus. "Day was always ready to give a reason for her faith," Baxter recalls. "But she was not ostentatious or sentimental in her piety. She was just trying to live out the day-to-day truths of the Christian faith and to practice the works of mercy."

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It was at a 1987 Catholic Worker Movement gathering, which was protesting the use of the Nevada desert as a nuclear test site, that Baxter met Câmara. After he thanked Câmara for his talk, Baxter remembers, Câmara replied, "The important thing is not to talk the talk, but to walk the walk." This chance meeting became the basis for his Chicago presentation. "He was very unassuming and humble," Baxter recalls. "He didn't wield worldly power, but he did convey the powerful truth of the Gospel." Câmara advocated for the plight of the poor despite facing persecution for his beliefs. "The government saw him as subversive, radical and dangerous," Baxter explains. "He bore the brunt of a lot of oppression because Brazil at the time was under dictatorship. He was a voice for the poor, for those who had no voice."

The proceedings from both seminars will be published as part of Cascade Books' Studies in World Catholicism series, opening another avenue for scholars around the world to become familiar with Day's and Câmara's work. "If you read the Gospels, Jesus points out that we should feed the poor and be poor ourselves," Baxter says. "Now we have Pope Francis, who repeats that message very powerfully. It's an important time in the church. There's no better time to recall the memory and contributions of Câmara and Day."

Visit [vimeopro.com/cwcit/domhelder](http://vimeopro.com/cwcit/domhelder) for videos of the conference.

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## Political Science, WRD take the lead on reframing traditional liberal arts education

by Melissa Smith

The first question Pete Vandenberg, professor and chair of writing, rhetoric and discourse (WRD), hears from prospective students is, "What can I do with this degree?" In an effort to preempt the question, WRD compiles a flyer with information harvested from the LinkedIn profiles of alumni. "The kinds of job skills that are promoted by a liberal arts education are fundamentally transferable and adaptable," he explains. "We don't prepare students for specific career outcomes—rather, we are preparing them to move through multiple jobs and be lifelong learners."

The political science department originally used LinkedIn to identify the jobs and career patterns of alumni from 2008 to 2013. The department identified 341 different employers in all levels of government, business, law, education and nonprofit organizations, which provided a clear pattern of professional development. "Within a few years, our graduates have risen into jobs they like and appreciate and into leadership positions," notes Wayne Steger, professor of political science.

"But what's going to get you that first paying job is what you've done and what you're prepared to do. The classroom is going to help you develop desired skills, but it's not going to train you for the job." Like all liberal arts degrees, political science and WRD stress the importance of critical thinking, written and verbal communication, and interpersonal skills.

"Students are picking up on transferable, marketable skills that provide them with the capacity for continuous reinvention of themselves on the job market," says Vandenberg. However, some students struggle with putting their experience into words, which is why the Career Center's University Internship Program (UIP) developed the two-credit course Uncovering Your Skills specifically for liberal arts students. "This course allows students to examine their academic studies, extracurricular activities and work experiences, so they can demonstrate they have the competencies employers want," says Lynne Copp, UIP faculty director. "After identifying their transferable skills, students practice telling accomplishment stories about themselves, which illustrate not only what they know but also what they can do for an employer. All students have impressive examples to share, but they may not know it. They need to become aware of their accomplishments and bring them forward in a powerful way."

Students learn to identify and articulate strengths and competencies by filling out matrices and presenting on their findings. They also leave the class with a fully formatted resume, which is

something sophomore Madison Bagby appreciated. "I have an awesome resume that's ready to hand out," she says. "You figure out what you need to apply for internships and be the best candidate you can be." The UIP course is useful for students to take prior to applying for internships so as to be better prepared for the interview process.

"In more and more industries, internships are the way in," says Vandenberg. "Because we're situated in Chicago where there are so many opportunities, [students] should really take advantage of that. We encourage them to do so." Both political science and WRD have dedicated internship coordinators to help students land these highly valued opportunities. "Our students have developed a wide variety of skill sets, and we are working with the Career Center and other existing resources to help [students] translate into job opportunities," adds Steger.

However, educating students is only half the battle. Both departments are working with faculty to begin a new age of liberal arts education. "Historically, the liberal arts have been understood to be distinct from vocational education, as a respite from the working world," explains Vandenberg. "It's been perceived that it was not the job of a humanities or social science professor to prepare students for work. What political science and WRD are doing is trying to reframe the discussion within the college so that faculty and staff are more aware of the fact that we cannot avoid preparing students for the world of work."







## Community engagement is at the core of community service studies

by Melissa Smith

Over the years, DePaul students have logged staggering amounts of community service, including more than 500,000 hours in the last academic year alone. While not all of these hours can be attributed to the community service studies (CSS) minor, CSS students perhaps best exemplify the value DePaul places on community engagement. “These are students who become engaged with organizations and have an investment in the community that goes far beyond requirements,” asserts Jacqueline Lazú, associate professor of modern languages and former director of the CSS minor. “Our students are extraordinary that way.”

In conjunction with traditional programs of study, students who minor in CSS take an additional six courses that include at least 75 hours of community service. “We want to make sure that students have an appreciation for and understanding of how communities are already addressing existing concerns,” says Lazú. CSS does this by grounding students in both theory and practice. “We are there as critical observers,” she says. “We are there to partner [with community organizations] and to come up with questions together and maybe even a few answers.”

Ginger Hofman, associate professor of anthropology and CSS director, hopes to expand the program to engage not only with local organizations, but also with international

organizations through study abroad opportunities. “It’s important for students to have that experience,” she asserts. “It fits really nicely with the community service studies minor for students to be engaging in questions about community service on the international level.” Students can also concentrate their studies into specific areas of community engagement. “We’ve been able to create tracks within the program to address large populations of students who are looking for ways to really connect the discipline with real-world applications,” Lazú says.

One such application—which involves the concept of restorative justice—occurs within the prison system. “Restorative justice is a philosophy and a social movement that presents a different way of thinking about crime and justice,” explains Philosophy Instructor Kimberly Moe. “It is an approach that is victim-centered and is concerned with those who are harmed the most, rather than on lawbreakers. It tries to identify ways of repairing harm, instead of procedures of punishment. Restorative justice is a forward-looking, preventive response to crime that seeks to find root causes of harm and promote changes that might help prevent similar harms from happening again.” Students in Moe’s class confront the complexities of restorative justice head-on as they engage with student inmates at Stateville

Correctional Center in Joliet, Ill., using methods from the Inside-Out Prison Exchange Program. Between 12 and 15 DePaul students work with an equal number of student inmates, using collaborative learning strategies, including readings, discussions and projects. The class extends the exploration of restorative justice to include transformative justice. “Not everyone thinks that restoring things back to the way they were before a harm occurred is best,” Moe says. “Transformative justice or positive social transformation is needed for our communities as well as for individuals involved in crime or harm.”

Moe finds the course to be transformative, not only for CSS students, but also for the student inmates in the program. “[DePaul students] come away with a completely different view of the criminal justice and prison systems and the folks

who reside inside,” she says. “Those inside love [the program]. They are enthusiastic, appreciative and a joy to teach.” Yet, she struggles in this course as well. “It’s depleting, because it’s an unfortunate situation for people to be in,” Moe adds. “While I’m in there, I see so many people who could be contributing to society in all kinds of positive ways.” Nonetheless, Moe appreciates what a “rare privilege it is to go behind the walls,” and hopes students do, too.

Because of the overwhelming response from students, CSS received a DePaul Quality of Instruction Council grant to expand offerings at Stateville to include courses on gender perspectives and the history of landmark court cases. “This is the last domain for us to really challenge our ethical commitment to its fullest, because we’re working with such profound perceptions and misperceptions,” notes Lazú. “When

[these ideas] affect us personally, it’s even harder for us to dismantle them. It really takes direct contact for us to gain that type of compassion and to really understand education to be a human right.”

Lazú hopes that the CSS minor helps students overcome preconceived notions of certain populations by engaging with them one-on-one. “We could turn to stereotypes, to fears, to ignorances to explain why it is difficult for us to be able to fully understand each other, but this is where critical engagement comes in,” she explains. “We’re hoping to prepare students for that dialogue, that moment of encounter with those differences and how to work with and through them. We don’t see those differences as obstacles, but potential dialogues.”

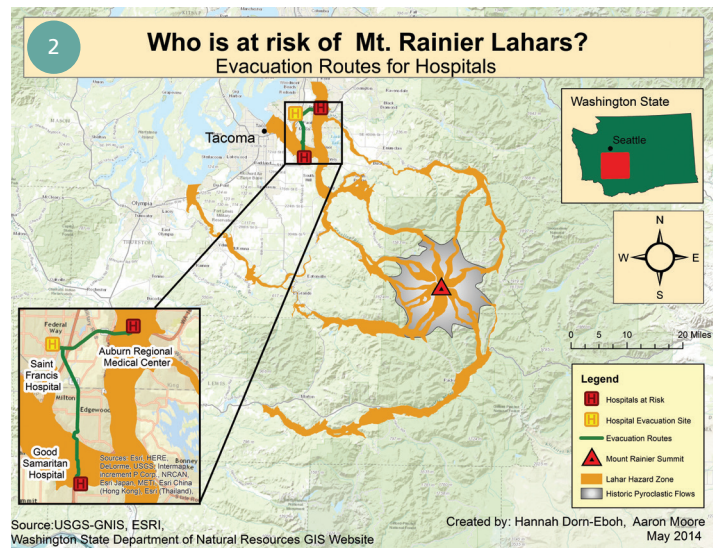
To learn more about the CSS minor, visit [bit.ly/CSSdepaul](http://bit.ly/CSSdepaul).







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## In brief

### 1 THE LIMINAL CAMERA: CHICAGO EXHIBIT AT DePAUL ART MUSEUM

The Liminal Camera, the world's largest portable camera, was used by photographers Lauren Bon, Richard Nielsen and Tristan Duke of the Optics Division of the Metabolic Studio in Los Angeles to take photos throughout Chicago on Oct. 29, 2014. The resulting images will be displayed in an upcoming DePaul Art Museum exhibit, "The Liminal Camera: Chicago," that will open May 15 and run through Aug. 10. The photos are part of an ongoing project to depict the American landscape. [Photo credit: DePaul University/Jeff Carrion]

### 2 GEOGRAPHY STUDENTS RECOGNIZED FOR EXCELLENCE

In October 2014, nine undergraduate students and recent graduates were recognized for their exceptional work in the field. Peter Collins (LAS '14), Hanan Farhan (LAS '14) and Aaron Moore (LAS '14) received Outstanding Student Awards from the Illinois Geographic Information Systems Association (ILGISA). Amy Halloran and Keavy McFadden (LAS '14) won the ILGISA undergraduate competition, while Derek Kaden received the ILGISA undergraduate student scholarship for excellence in GIS. At the Association of American Geographers regional conference, Hannah Eboh and Alex Williams nabbed first and second place in the student poster competition, while Aaron Faulkner placed third in the undergraduate oral presentation competition.

### 3 FACULTY TRIP TO FRANK LLOYD WRIGHT HOUSE

Last year, 12 history of art and architecture faculty members were treated to a private tour of Winslow House in River Forest, Ill., by their colleague, Associate Professor Delia Cosentino. The Winslow House, built in 1893, was the first independent commission of world-renowned architect Frank Lloyd Wright. "It's just a great house," enthuses Associate Professor Mark Pohlrad. "We used our art history slang with one another, like 'what a fine architrave [style of molding] that is.' It was just great fun."



### 4 NEW PROGRAMS

The college is offering several new programs, including combined bachelor's and master's degrees in history and journalism, and political science and journalism. The new master's in critical ethnic studies prepares students to analyze issues surrounding race and ethnicity by utilizing urban and global contexts, while the new master's in refugee and forced migration studies allows students to explore the causes and consequences of forced migration through an interdisciplinary curriculum. Rounding out the new offerings will be certificates in digital humanities and qualitative research methods. For more information, visit [las.depaul.edu](http://las.depaul.edu).

### 5 2014 VIA SAPIENTIAE AWARD RECIPIENTS

Fifteen members of the LAS community were recognized with 2014 Via Sapiientiae Awards during Academic Convocation on Sept. 5, 2014. They were as follows: David Barnum, professor of political science; Grace Budrys, professor of sociology; Patrick Callahan, professor of political science; William Calzaretta, professor emeritus in the School of Public Service; William Fahrenbach, associate professor of English; Hugh Ingrasci, associate professor of English; Jim Krokhar (LAS '69), professor of history; Howard Lindsey, assistant professor of history; Michael Mezey, professor of political science and dean emeritus; Jeremy Mulderig, associate professor of English; the Rev. J. Patrick Murphy, C.M. (MBA '75), associate professor in the School of Public Service; David Pellauer, professor of philosophy; Craig Sirles, professor of English; Andrew Suozzo, professor of modern languages; and Midge Wilson, professor of women's and gender studies. Former dean Charles Suchar (LAS '67) was presented with the award at a special ceremony in November. The Via Sapiientiae Award is the university's highest academic award and recognizes distinctive and extraordinary contributions to the university. [Photo credit: DePaul University/Jeff Carrion]

MAR 2	APR 8	APR 14	APR 22	MAY 7	MAY 29
<b>Forbidden Pages</b> Monday, March 2 7–8:30 p.m. Cortelyou Commons, 2324 N. Fremont St. <i>Explore the history and politics of discarded, banned and burned books through an interdisciplinary panel that challenges the audience to reconceive what makes an idea "too dangerous."</i>	<b>Fragile World: Ecology &amp; the Church</b> Wednesday, April 8 through Sunday, April 12 Times vary by session. Student Center, 2250 N. Sheffield Ave., Room 120 <i>Anticipating Pope Francis's environmental encyclical, this year's World Catholicism Week speakers span the university and the world. Visit <a href="http://worldcathweek.depaul.edu">worldcathweek.depaul.edu</a> for more information.</i>	<b>Alumni Reception</b> Tuesday, April 14 6–8 p.m. Maggiano's, 111 W. Grand Ave. <i>Join Interim Dean Lucy Rinehart for a special reception and mingle with fellow liberal arts and social sciences graduates over beer, wine and hors d'oeuvres.</i>	<b>Draw a Circle Ever Wider But Stay on the Page: Liberation Theology &amp; "Political" Brazilian Masses</b> Wednesday, April 22 11:30 a.m.–1 p.m. Richardson Library, 2350 N. Kenmore Ave., Room 300 <i>Consider Catholic mass music composed by Brazilian musicians through liberation theology with Associate Professor Cathy Ann Elias.</i>	<b>Liberation Theology Celebrates St. Francis: The Poverello of Assisi</b> Thursday, May 7 6–8 p.m. Cortelyou Commons, 2324 N. Fremont St. <i>Join CWCIT visiting scholar Marcelo Timotheo da Costa (Universidade Salgado de Oliveira, Brazil) to examine images of St. Francis as created by renowned Brazilian liberation theologian Leonardo Boff.</i>	<b>Born of Lament: The Gift &amp; Discipline of Hope in Africa</b> Friday, May 29 6–8 p.m. Student Center, 2250 N. Sheffield Ave., Room 314B <i>CWCIT visiting scholar Emmanuel Katongole (University of Notre Dame) explores the condition of hope in Africa and its relation to lament through theoretical displays and stories.</i>

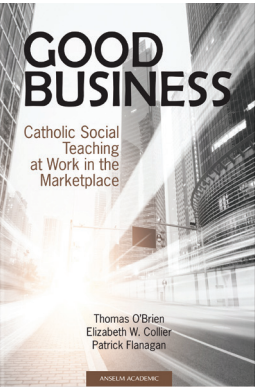
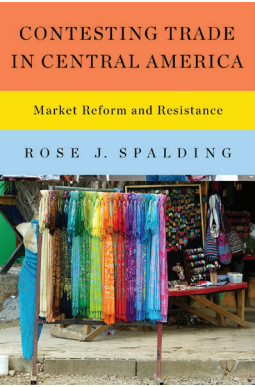
## Calendar of events

Visit [events.depaul.edu](http://events.depaul.edu) for a full listing of activities around campus.



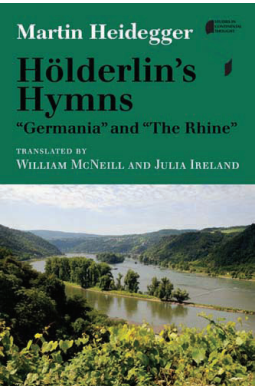
Contesting Trade in Central America: Market Reform and Resistance

In “Contesting Trade in Central America: Market Reform and Resistance” (University of Texas Press), Political Science Professor Rose Spalding explores the debate surrounding the adoption of the Central American Free Trade Agreement alongside the simultaneous changes it brought to the economic and political landscape of Central America at the turn of the 21st century. Drawing on nearly two hundred interviews in Central America with representatives from government, business, civil society and social movements, Spalding analyzes the relationship between the advance of free market reform and the parallel rise of resistance movements.



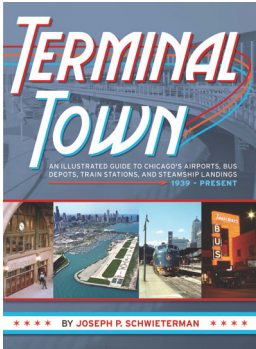
Good Business: Catholic Social Teaching at Work in the Marketplace

In “Good Business: Catholic Social Teaching at Work in the Marketplace” (Anselm Academic), Thomas O’Brien, associate professor of religious studies, explores how Catholic social teaching applies to contemporary business practices and critical issues in today’s global economy. He co-authored the book with Elizabeth Collier, associate professor at Dominican University in River Forest, Ill., and the Rev. Patrick Flanagan, C.M., assistant professor at St. John’s University in Jamaica, N.Y.



Hölderlin’s Hymns “Germania” and “The Rhine”

Philosophy Professor William McNeill translated “Hölderlin’s Hymns ‘Germania’ and ‘The Rhine’” (Indiana University Press) with Julia Ireland (LAS MA ’94, PhD ’07), assistant professor at Whitman College in Walla Walla, Wash. This book features German philosopher Martin Heidegger’s 1934–35 lectures on German romantic poet Friedrich Hölderlin.

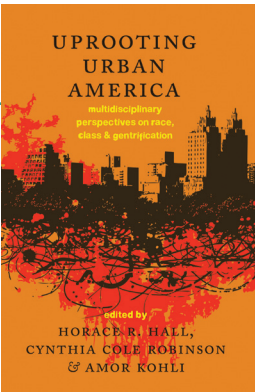


Terminal Town: An Illustrated Guide to Chicago’s Airports, Bus Depots, Train Stations, and Steamship Landings, 1939–Present

In “Terminal Town: An Illustrated Guide to Chicago’s Airports, Bus Depots, Train Stations, and Steamship Landings, 1939–Present” (Lake Forest College Press), Joseph Schwieterman, professor and director of the Chaddick Institute for Metropolitan Development, delves into Chicago’s transportation history to illustrate why the Windy City is America’s premier travel hub. Learn more about the book and related events at [terminaltown.org](http://terminaltown.org) and in DePaul Magazine, which can be found online at [depaulmagazine.com](http://depaulmagazine.com).

Uprooting Urban America: Multidisciplinary Perspectives on Race, Class & Gentrification

“Uprooting Urban America: Multidisciplinary Perspectives on Race, Class & Gentrification” (Peter Lang Publishing Inc.) examines the social consequences of policies that change urban landscapes during the process of gentrification. The volume looks at these effects through fields as diverse as education, housing, health care, community organizing and expressive culture. Amor Kohli, associate professor of African and Black Diaspora studies, along with Horace Hall, associate professor of educational policy studies and research, and Cynthia Cole Robinson, associate professor at Purdue University Calumet, co-edited this critical anthology.



“If it wasn’t for DePaul, I wouldn’t have the opportunities I do now. That’s what I think universities are for—not only academic growth, but also growth as a person in society.”

Sophomore Jason Ware was in eighth grade when he discovered the work of African-American sociologist, author and civil rights activist W.E.B. Du Bois. Inspired by Du Bois’ approach to empowering the black community, he started tutoring first-grade students at a school near his home in Rochester, N.Y. “I realized that there are so many problems with equality in education and that this school wasn’t where it could be,” he recalls.

Now Ware studies how to address inequities in society through both sociological and economic pedagogies. “I want to do economic development in communities that don’t have a lot of investment,” he says. “I would love to look at what educational programs can be doing, what funds you can be directing to marginalized communities and what the benefit of that would be. I believe workforce development, education programs and educational policies are inherently linked.” After graduation, Ware hopes to pursue an advanced degree in public policy. “I came to Chicago to experience the great history it has in terms of hip-hop, political struggle and community organizing, but also to address the segregation and social justice issues that are prevalent in Chicago.”

Ware’s approach to social engagement is directly in line with DePaul’s Vincentian mission, which was a happy accident. “I don’t even think I knew the rhetoric of Vincentian values until I came to DePaul,” he laughs. However, Ware embodies the university’s mission through his work with the Chicago Alliance Against Racist and Political Repression, We Charge Genocide, the International Socialist Organization and Project HOOD. “If it wasn’t for DePaul, I wouldn’t have the opportunities I do now,” he notes. “That’s what I think universities are for—not only academic growth, but also growth as a person in society.”

While at DePaul, Ware received several scholarships, including the O’C Family Foundation Endowed Scholarship, and that support strengthened his resolve to make an impact on the city of Chicago. “Being an activist and volunteer is very time consuming,” he says. “DePaul has a strong community, but that community can only be fostered if it promotes diversity and people from different socioeconomic backgrounds. If it wasn’t for the aid that I have, I wouldn’t feel comfortable being as active [in volunteerism] as I am now.”



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We welcome your story ideas, questions and comments. Please contact Melissa Smith at (312) 362-5266 or [msmit134@depaul.edu](mailto:msmit134@depaul.edu).

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